

ADE Intervention and ASBCS Staff Joint Report  
for Consideration of Revocation or Restoration to Acceptable Performance

**Salt River Pima-Maricopa Indian Community Schools**

**Background Information**

Salt River Pima-Maricopa Indian Community Schools (SRPMICS), which operates Salt River High School is a division of the Salt River Pima-Maricopa Indian Community, a federally recognized Indian tribe. SRPMIC has an Education Board that receives information from the Director of Education and the Superintendent of Schools. Based upon information provided by the school the Education Board is comprised of nine appointed members. The Charter Representatives for SRPMICS are Barrie Thomas; Franklin Berry, Director of Education; and Leonard Rivers. Other charter/school leadership includes Dale Frederick, Superintendent and Sandy Nagy, Curriculum Specialist. The day to day operations of the school are the responsibility of the principal, Mike McCarthy.

SRPMIC was granted a charter and began operation in the fall of 1996, serving students in grades 7-12 in an existing tribally owned facility. In 2004 the school was moved to a new state of the art facility. Attendance has remained fairly steady over the last few years. The school currently serves approximately 246 students.

The following chart lists the state and federal revenues received by SRPMIC over the last four years.

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
ADM	198	242	233	246
State Funds	\$1,145,565	\$1,408,276	\$1,412,427	\$1,575,960
State Grants	\$8110	\$7550	\$1000	\$0
Federal Grants	\$100,750	\$151,456	\$215,695	\$360,919
Total Revenue	\$1,254,425	\$1,567,282	\$1,629,122	\$1,936,879
Per Pupil Revenue	\$6335	\$6476	\$6991	\$7873

Because the school serves grades 7 through 12, the school receives both an elementary and high school achievement profile. The high school profile was Performing in 2004 and 2005 and Performing Plus in 2006. In October 2004, Salt River High School (School), a site of SRPMICS was designated as a first year Underperforming school for the elementary (grades 7 and 8) in accordance with A.R.S. § 15-241, AZ LEARNS. With the Underperforming Achievement Profile, the School

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was required to notify the parents of the students attending the school of the classification and create an Arizona School Improvement Plan (ASIP). The ASIP was timely submitted to the Arizona Department of Education (ADE) and to its sponsor on February 3, 2005.

Following the submission, ADE scheduled a Solutions Team to visit the school and meet with its stakeholders. The Solutions Team conducted its visit to the School on April 18-20, 2005. Using the *Standards & Rubrics for School Improvement*, the Solutions Team answered three questions:

1. Does the school's Arizona School Improvement Plan appear to be a sound plan for improving student performance?
2. Do the structures and conditions appear to be in place for successful implementation of the school's Arizona School Improvement Plan?
3. What recommendations can be provided that will assist the school with the implementation of its Arizona School Improvement Plan?

The School received a copy of the Statement of Findings to use as Technical Assistance to validate or to re-direct the school's improvement efforts as well as offer specific recommendations for moving forward.

After the school site received the Solutions Teams Statement of Findings, an ASSIST Coach was assigned to offer support for school improvement efforts. The ASSIST Coach is available to guide the school's improvement/leadership team in the coordination of viable and effective internal and external educational resources and document the progress of a school's level of implementation of the ASIP and recommendations contained in the Solutions Teams Statement of Findings to improve student achievement on an on-going basis. The School received four visits from the ASSIST Coach prior to being designated a second year Underperforming school in October 2005.

The Underperforming School may revise its ASIP at any time, using new data to evaluate and re-establish its goals and benchmarks. The School provided evidence of a revised ASIP over the past two years.

The relationship with the ASSIST Coach continued with six visits this past year and the continued collection of documented progress of the School's efforts to implement its ASIP.

Following the unsuccessful statistical and substantive appeal of the School's preliminary AZ LEARNS Achievement Profile for 2006, the School was designated as Failing to Meet Academic Standards. This designation led to a joint evaluation of the School by staff from ADE's Intervention Unit and the State Board for Charter Schools. The remainder of this report includes findings from a visit to the school, including interviews with school personnel and review of available documents, as well as the review of documentation collected by the ASSIST Coach and information on file at the Salt River Pima-Maricopa Indian Community Schools

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State Board for Charter Schools. The findings include the review of all areas required in A.R.S. 15-241.U. Following the findings section is a summary of the findings and a recommendation to provide an opportunity for restoration of the charter to acceptable performance or to refer the matter to hearing for consideration of revocation.

## Findings

### **OUTCOME 1:** Has the school properly implemented its school improvement plan.

**Background:** The ADE provides training and a template for completing the prescribed format for the ASIP. The school, using its student test data, completed needs assessment and knowledge of its own operations completes the ASIP, creating its own goals and timeframes and identifying resources needed for implementation. Upon submission, neither the ADE nor the Board is responsible for determining the quality of plan. However, as stated previously, a Solutions Team does provide a Statement of Findings, which includes recommendations the School may consider.

Based on a review of the information available it has been determine that:

- 1.1 ☐ The school is actively and with consistency, reliability, and commitment implementing the Arizona School Improvement Plan (ASIP) as outlined by the specific steps, actions and prescribed timeline.
- ☒ To some extent the school is actively and with consistency, reliability, and commitment implementing the Arizona School Improvement Plan (ASIP) as outlined by the specific steps, actions and prescribed timeline.
- ☐ To a minimal extent the school is actively and with consistency, reliability, and commitment implementing the Arizona School Improvement Plan (ASIP) as outlined by the specific steps, actions and prescribed timeline.
- ☐ The school is not actively and with consistency, reliability, and commitment implementing the Arizona School Improvement Plan (ASIP) as outlined by the specific steps, actions and prescribed timeline.

The determination is supported by the following facts:

- The Appeal committee determined that the plan was being implemented but the focus was not consistently on the 7<sup>th</sup> and 8<sup>th</sup> grade.
  - ASSIST Coach notebook contains evidence of plan implementation, including a staff professional development calendar, formal and informal evaluations of teachers, and a curriculum mapping schedule.
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- 1.2 ☐ The priorities of the Solutions Team Statement of Findings have been addressed.
- ☒ To some extent the priorities of the Solutions Team Statement of Findings have been addressed.

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- ☐ To a minimal extent the priorities of the Solutions Team Statement of Findings have been addressed.
- ☐ The priorities of the Solutions Team Statement of Findings have not been addressed.

The determination is supported by the following facts:

- Extensive effort in professional development related to effective instructional practices.
  - Standards-based lesson plans, summer curriculum mapping, curriculum specialist's monitoring of classroom activities supports recommendation to develop articulated curriculum.
  - District concept supports collaboration with the elementary school, as suggested.
  - Standards-based assessments are not being timely implemented at 7<sup>th</sup> and 8<sup>th</sup> grade according to information provided by the leadership team.
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- 1.3 ☐ The ASIP has been revised and adjusted to address ongoing needs based on data.
- ☐ To some extent the ASIP has been revised and adjusted to address ongoing needs based on data.
- ☒ To a minimal extent the ASIP has been revised and adjusted to address ongoing needs based on data.
- ☐ The ASIP has not been revised and adjusted to address ongoing needs based on data.

The determination is supported by the following facts:

- ASIP revision was not specific to 7<sup>th</sup> and 8<sup>th</sup> grade improvement with the exception of hiring a teacher to remediate students below grade level.
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**OUTCOME 2: Is the school curriculum aligned with Arizona Academic Standards?**

**Background:** Beginning with the 2004-2005 school year, charter schools were required to submit Declarations of Curricular and Instructional Alignment to the ADE. The three parts of the Declaration ensured that the Governing Board of the charter had adopted a curriculum aligned to the State Academic Standards ("Standards"), and that the charter administration 1) provided instructional materials aligned to the Standards, as well as 2) provided opportunities for teachers to receive training related to the Standards, and 3) utilized an evaluation tool to assess whether teachers integrated the Standards into their instructional practices. The School submitted the appropriate Declarations to the ADE in a timely manner.

Based on a review of the information available it has been determine that:

- 2.1 ☐ The school has developed an explicit, written curriculum for at least Reading, Writing, and Math that is aligned with Arizona Academic Standards down to the performance objective level. timeline.

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- ☒ To some extent the school has developed an explicit, written curriculum for at least Reading, Writing, and Math that is aligned with Arizona Academic Standards down to the performance objective level.
- ☐ To a minimal extent the school has developed an explicit, written curriculum for at least Reading, Writing, and Math that is aligned with Arizona Academic Standards down to the performance objective level.
- ☐ The school has not developed a written curriculum for at least Reading, Writing, and Math that is aligned with Arizona Academic Standards down to the performance objective level.

The determination is supported by the following facts:

- Evidence of extensive work at each grade level in curriculum mapping during the summer.
  - Teacher surveys are conflicting in the school-wide efforts toward curriculum development and teacher support for alignment efforts and availability of resources.
  - In just over ½ of the classrooms observed during the site visit, evidence of alignment was evident.
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- 2.2 ☐ A systematic process for annually monitoring, evaluating, and reviewing the curriculum is in place.
- ☒ To some extent there is a systematic process for annually monitoring, evaluating, and reviewing the curriculum in place.
- ☐ To a minimal extent there is a process for monitoring, evaluating, and reviewing the curriculum in place.
- ☐ There is not a process for monitoring, evaluating, and reviewing the curriculum in place.

The determination is supported by the following facts:

- Some staff work through the summer to revise curriculum. Teacher surveys indicate not all teachers are included or supported in the process. No information was provided to indicate how content areas were selected for revision or how revisions would be monitored for effectiveness.
  - Leadership acknowledged that revisions occur over the summer, however there is nothing to support an evaluation of the work once completed.
  - Lesson plans are collected but there is no documentation to support the review of the collected plans.
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- 2.3 ☐ There is a comprehensive curriculum that fully integrates the fine arts, social studies, history and science *for elementary grades served*.
- ☐ To some extent there is a comprehensive curriculum that fully integrates the fine arts, social studies, history and science *for elementary grades served*.
- ☒ To a minimal extent there is a comprehensive curriculum that fully integrates the fine arts, social studies, history and science *for elementary grades served*.
- ☐ The curriculum does not integrate the fine arts, social studies, history and science *for elementary grades served*.

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The determination is supported by the following facts:

- Per leadership surveys, there is a focused effort on reading, writing, and math. Integration of other content is encouraged but not required.
  - Teacher surveys reflect that some teachers are better prepared to integrate content areas than others.
  - Review of instructional materials and classroom observations during site visit did not support integration.
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**OUTCOME 3: Does the school provide teacher training/Professional Development?**

**Background:** After the school identifies a School Improvement Goal, one of the questions asked in the plan is, “What professional development will staff need to implement the interventions/reforms?” The information below is directly tied to the information in the School’s ASIP pertaining to identified teacher training/Professional Development.

Based on a review of the information available it has been determine that:

- 3.1 ☒ Teacher training activities are linked to the ASIP goals.
- ☐ To some extent teacher training activities are linked to the ASIP goals. Professional development activities are somewhat evaluated to determine effectiveness and relativity to the ASIP.
- ☐ To a minimal extent teacher training activities are linked to the ASIP goals. Professional development activities are minimally evaluated to determine effectiveness and relativity to the ASIP.
- ☐ Teacher training activities are not linked to the ASIP goals. Professional development activities are not evaluated to determine effectiveness and relativity to the ASIP.

The determination is supported by the following facts:

- Teacher surveys and interviews indicate teachers feel encouraged to attend workshops and training.
  - Leadership surveys and interviews as well as teacher interviews support that the curriculum specialist works with teachers on professional development days.
  - Effective teaching strategies training included Ruby Payne and Marzano.
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- 3.2 ☐ Professional development activities are evaluated to determine effectiveness and relativity to the ASIP and follow-up occurs after training sessions to provide feedback and to ensure that training is applied in the classroom.
- ☒ To some extent professional development activities are somewhat evaluated to determine effectiveness and relativity to the ASIP and to some extent follow-up occurs after training sessions to provide feedback and to ensure that training is applied in the classroom.

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- ☐ To a minimal extent professional development activities are minimally evaluated to determine effectiveness and relativity to the ASIP and to a minimal extent follow-up occurs after training sessions to provide feedback and to ensure that training is applied in the classroom.
- ☐ Professional development activities are not evaluated to determine effectiveness and relativity to the ASIP and follow-up does not occur after training sessions to provide feedback and to ensure that training is applied in the classroom.

The determination is supported by the following facts:

- Professional development training is directly aligned to effective teaching strategies.
  - Teacher surveys and interviews indicate the training is relevant, although input whether it was relevant is not always requested.
  - The curriculum specialist conducts an evaluation of the professional development session. Teachers were not clear what impact the evaluation had.
  - Administration evaluates teacher implementation through “pop-ins”. Based on interviews, teachers are split on amount of feedback received after “pop-in” occurs.
  - Review of the evaluation tool reflects multiple classroom site visits by administration. Teachers stated that students are familiar and comfortable with administration in the classroom.
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- 3.3 ☐ There is an effective plan to evaluate on-going, job-embedded professional development. (teacher training programs)
- ☒ To some extent there is a plan to evaluate on-going, job-embedded professional development. (teacher training programs)
- ☐ To a minimal extent there is a plan to evaluate on-going, job-embedded professional development. (teacher training programs)
- ☐ There is no plan to evaluate on-going, job-embedded professional development. (teacher training programs)

The determination is supported by the following facts:

- Monthly site workshops related to previous training.
  - Individual professional development plans are completed by staff and monitored by administration. Not all teachers had buy-in to the plans.
  - New teacher programs and buddy programs are in place to provide support for both new and more experienced teachers. No support documentation of these programs was provided.
  - During interviews teachers shared that there was lots of different stuff to implement. It was overwhelming to those who were not self-motivated.
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**OUTCOME 4: Has the school prioritized its budget?**

**Background:** Whether it is the review, development or purchase of instructional materials, providing teacher training/Professional Development, purchase of technology, *what else?* or contracting with consultants, the identified interventions in the ASIP will generally required

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additional funds or the reallocation of existing funds. The indicators included below include a review of multiple funding sources for charters that could be used for school improvement. These include, but are not limited to, Classroom Site Funds, Instructional Improvement Funds (Indian Gaming Revenues), Title I School Improvement Grants, and State Equalization Payments.

Based on a review of the information available it has been determine that:

- 4.1 ☒ Resources are allocated to match the identified student needs outlined in the ASIP.
- ☐ To some extent resources are allocated to match the identified student needs outlined in the ASIP.
- ☐ To a minimal extent resources are allocated to match the identified student needs outlined in the ASIP.
- ☐ Resources are not allocated to match the identified student needs outlined in the ASIP.

The determination is supported by the following facts:

- School brought in Ruby Payne to provide professional development.
  - Financial support is provided when there is documentation of best practices and how the expenditure supports the focus of the school.
  - According to the administration a Title I paraprofessional focuses on 7<sup>th</sup> and 8<sup>th</sup> grade reading
  - Students are provided with a reading strategies class in addition to the regular English class.
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- 4.2 ☒ Procurement of instructional materials and resources is consistently compliant with school calendar and instructional timelines.
- ☐ To some extent procurement of instructional materials and resources is consistently compliant with school calendar and instructional timelines.
- ☐ To a minimal extent procurement of instructional materials and resources is consistently compliant with school calendar and instructional timelines.
- ☐ Procurement of instructional materials and resources is not consistently compliant with school calendar and instructional timelines.

The determination is supported by the following facts:

- All teachers confirmed that instructional materials are available.
  - Process for requesting additional materials is available. Procedures are in place to ensure that purchased materials support the goals of the school.
  - Education department controls the timeframes and resources for implementing benchmark assessments. Benchmark assessment development is behind schedule and the results for those that have been administered are not timely provided to the school.
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- 4.3 ☒ School-wide comprehensive professional learning is adequately funded to support continuous improvement of school staff.



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- ☐ To some extent school-wide comprehensive professional learning is funded to support continuous improvement of school staff learning.
- ☐ To a minimal extent school-wide comprehensive professional learning is funded to support continuous improvement of school staff.
- ☐ School-wide comprehensive professional learning is not funded to support continuous improvement of school staff learning.

The determination is supported by the following facts:

- In addition to state and federal resources, the school received tribal support to implement its programs.
  - Resources are directed to the PDLA for high school teachers, but does not include middle school teachers.
  - Teachers stated the financial support is available to attend outside professional development courses, but there is no requirement to report back or provide evidence of its incorporation in the classroom
  - No evidence was provided to support the impact and usefulness of professional development to staff.
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- 4.4 ☐ The school has defined appropriate business practices to track, plan, and maintain compliance with local, state, and federal laws. This would include matters involving the Arizona State Retirement System, state and federal tax issues, unemployment taxes, etc.
- ☒ To some extent the school has defined appropriate business practices to track, plan, and maintain compliance with local, state, and federal laws. This would include matters involving the Arizona State Retirement System, state and federal tax issues, unemployment taxes, etc.
- ☐ To a minimal extent the school has defined appropriate business practices to track, plan, and maintain compliance with local, state, and federal laws. This would include matters involving the Arizona State Retirement System, state and federal tax issues, unemployment taxes, etc.
- ☐ The school does not have defined appropriate business practices to track, plan, and maintain compliance with local, state, and federal laws. This would include matters involving the Arizona State Retirement System, state and federal tax issues, unemployment taxes, etc.

The determination is supported by the following facts:

- The last monitoring by the ADE, Exceptional Student Services Division was in 2002. The school will be monitored in 2008 in accordance with the ESS monitoring schedule.
  - The school is in compliance with NCLB monitoring requirements.
  - The school is in compliance with the National School Lunch Program.
  - The entity was created as a division of the Salt River Pima-Maricopa Indian Community and does not report to the Arizona Corporation Commission.
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**OUTCOME 5: Does the School provide other proven strategies to improve academic performance?**

**Background:** Analyzing the data generated through student performance assessments and utilizing that data to plan for additional teaching and learning activities may result in improved academic

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performance. Additionally, having a safe and positive climate conducive to learning may also improve academic performance. Included in the Needs Assessment portion of the ASIP are guiding questions for both evaluating classroom and school assessments and the school's climate and culture. The School's historical compliance with fingerprint clearance card requirements for teachers may provide additional evidence of efforts to provide a safe learning environment.

Based on a review of the information available it has been determine that:

- 5.1 ☒ Systems and procedures are in place to create and maintain a safe school environment, a positive climate, and a productive culture that sustains the instructional and school improvement process.
- ☐ To some extent systems and procedures are in place to create and maintain a safe school environment, a positive climate and productive culture that sustains the instructional and school improvement process.
- ☐ To a minimal extent systems and procedures are in place to create and maintain a safe school environment, a positive climate and productive culture that sustains the instructional and school improvement process.
- ☐ There are no systems and procedures are in place to create and maintain a safe school environment, a positive climate and productive culture that sustains the instructional and school improvement process.

The determination is supported by the following facts:

- During site visit the following documents were reviewed: Truancy Intervention Plan, School Discipline Plan, Student Discipline Records, Exceptional Student Services offered; categories served staffing; and highlights of the program, Parent-Student Handbook
  - Fingerprint Clearance Card compliance in Audit
  - Student successes are publicly shared.
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- 5.2 ☐ The school has a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning.
- ☐ To some extent the school has a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning.
- ☒ To a minimal extent the school has a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning.
- ☐ The school does not have a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning.

The determination is supported by the following facts:

- Although identified as a professional development activity, evidence of data analysis training or use of data to direct instruction was not provided.
- Math quarterly assessments were to be started this year, but hadn't been given timely.
- Language arts quarterly assessments are scheduled to be developed during the 2006-2007 school year.

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- Tribal Education Department has control of assessments and the schedule does not appear to support the needs of the middle school.
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- 5.3 ☐ The school provides intensive scientific research-based intervention strategies for those students who are identified as *Falls Far Below* or *Approaches the Standard* in Reading, Mathematics, or Writing.
- ☒ To some extent the school provides scientific research-based, intensive intervention strategies for those students who are identified as *Falls Far Below* or *Approaches the Standard* in Reading, Mathematics, or Writing.
- ☐ To a minimal extent the school provides scientific research-based, intensive intervention strategies for those students who are identified as *Falls Far Below* or *Approaches the Standard* in Reading, Mathematics, or Writing.
- ☐ The school does not provide scientific research-based, intensive intervention strategies for those students who are identified as *Falls Far Below* or *Approaches the Standard* in Reading, Mathematics, or Writing.

The determination is supported by the following facts:

- Tutoring program available for students upon request.
  - In class and pull-out one-on-one remediation during elective courses.
  - College interns providing tutoring during content courses – observed during site visit.
  - Recently hired reading specialist.
  - Accelerated Reader is now available in classrooms.
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**OUTCOME 6:** Has the school demonstrated improvement in its ability to meet grade level academic standards in Mathematics, Reading, and/or Writing and increased student academic achievement based on a review of the measures used to calculate AZ LEARNS achievement profiles?

**Background:** Although a school may not meet the requisite criteria to be identified as a Performing, Performing Plus, Highly Performing or Excelling school, a review of the data elements and academic measures (independent of the AZ LEARNS formula) may demonstrate that the school has improved its ability to meet state standards in specific subjects and grades and demonstrated specific changes in academic achievement at the school, grade and/or student level.

Based on a review of the information available it has been determined that:

- 6.1 ☒ The school has increased the percentage of students in specific grades meeting or exceeding the standards in Mathematics, Reading, and/or Writing in one or more years as measured by the AIMS test.

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- ☒ The school has decreased the percentage of students in specific grades falling far below or approaching the standards in Mathematics, Reading, and/or Writing in one or more years as measured by the AIMS test.
- ☒ The school has improved academic achievement based on analysis of individual student test score gains **OR** school/student level achievement trends over time based on AIMS test scores and measures used to calculate the school's AZ LEARNS Achievement Profile.
- ☐ A review of the data elements and academic measures (independent of the AZ LEARNS formula) do not demonstrate that the school has improved its ability to meet state standards in specific subjects and grades or demonstrated specific changes in academic achievement at the school, grade and/or student level.

The determination is supported by the following facts:

- The percentage of seventh grade students meeting and exceeding the standards in Mathematics, Reading and Writing increased between 2005 and 2006.
- The percentage of eighth grade students meeting and exceeding the standard in Reading increased each year between 2004 and 2006.
- The percentage of seventh grade students falling far below or approaching the standards in Mathematics, Reading, and Writing decreased between 2005 and 2006.
- Seventh grade performance over time indicates a positive trend in the percentage of students reaching proficiency in Mathematics, Reading, and Writing. Eighth grade performance in Reading indicates a positive trend in the percentage of students reaching proficiency. Overall, these trends suggest that the school has demonstrated an ability to improve achievement in specific subjects and grades.

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**OUTCOME 7:** Does the charter and school have the capacity/sustainability for continued improvement?

**Background:** School improvement is not a quick fix, but rather a process. When a school identifies areas of school improvement (establishes goals) and determines the best means to implement change (action plan), it must also look at its ability to maintain the processes/procedures that have been determined appropriate to cause change (school improvement). No matter what the goal(s), the school must have the capacity (i.e. leadership, staff, financial resources, facility, and expertise) to monitor the effectiveness of the action plan and continue the improvement process.

Based on a review of the information available it has been determine that:

- 7.1 ☐ Roles and responsibilities of the corporate entity, governing body and school leadership are consistently and appropriately implemented.
- ☒ To some extent the roles and responsibilities of the corporate entity, governing body and school leadership are consistently and appropriately implemented.

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- ☐ To a minimal extent the roles and responsibilities of the corporate entity, governing body and school leadership are consistently and appropriately implemented.
- ☐ There is no evidence of the roles and responsibilities of the corporate entity, governing body and school leadership being appropriately implemented.

The determination is supported by the following facts:

- The structure of the charter was recently reviewed and revised for the purpose of the 10 year review process.
  - Interviews and surveys reflected that governing board members make policy decisions, and rely on the Director of Education and Superintendent to ensure that procedurally the policies are implemented.
  - Education department has the responsibility to create and score benchmark assessments. Assessments are not being administered timely nor are results provided to the school in a timely manner.
  - School leaders work within the established environment.
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- 7.2 ☐ Leadership is fully capable of supporting the school site in the allocation of resources (fiscal, human, physical and time); and in the ongoing monitoring and technical assistance necessary for the school to progress on their ASIP goals.
- ☒ To some extent the leadership is capable of supporting the school site in the allocation of resources (fiscal, human, physical and time); and in the ongoing monitoring and technical assistance necessary for the school to progress on their ASIP goals.
- ☐ To a minimal extent the leadership is capable of supporting the school site in the allocation of resources (fiscal, human, physical and time); and in the ongoing monitoring and technical assistance necessary for the school to progress on their ASIP goals.
- ☐ There is no evidence that the leadership is capable of supporting the school site in the allocation of resources (fiscal, human, physical and time); and in the ongoing monitoring and technical assistance necessary for the school to progress on their ASIP goals.

The determination is supported by the following facts:

- Leadership interviews and surveys suggest that the tribal education department has the resources to assist the 7<sup>th</sup> and 8<sup>th</sup> graders.
  - The tribal education department creates the timeframes for creating benchmark assessments and scoring those assessments. There is no evidence to support that any priority has been given to meeting the needs of 7<sup>th</sup> and 8<sup>th</sup> graders specifically.
  - The superintendent and curriculum specialist played active roles in the site visit.
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- 7.3 ☒ School leadership demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.
- ☐ To some extent school leadership demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.
- ☐ To a minimal school leadership demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.

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- ☐ There is no evidence that school leadership demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.

The determination is supported by the following facts:

- Leadership and teacher surveys and interviews indicate the administrator provides a positive environment for school improvement.
  - Review of classroom evaluation forms reflect monitoring of implementation of professional development training.
  - Principal and assistance principal have divided the responsibilities of managing the day to day operation of the school.
  - Leaders identified areas that need improvement.
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- 7.4 ☐ Instructional staff is fully capable of supporting the school; utilizing sufficient knowledge of subject matter, instructional techniques and assessments.

- ☒ To some extent the instructional staff is capable of supporting the school; utilizing sufficient knowledge of subject matter, instructional techniques and assessments.

- ☐ To a minimal extent the instructional staff is capable of supporting the school; utilizing sufficient knowledge of subject matter, instructional techniques and assessments.

- ☐ There is no evidence that the instructional staff is capable of supporting the school; utilizing sufficient knowledge of subject matter, instructional techniques and assessments.

The determination is supported by the following facts:

- Interviews with teachers revealed various levels of commitment and enthusiasm for school improvement efforts.
  - Teachers indicated that focused training with monitoring and feedback would be beneficial in implementing the teaching strategies training.
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**Summary and Recommendation:**

The school has been cooperative in the provision of information and access to staff and administration for the completion of the Joint Report. The school has put forth an aggressive plan to correct identified deficiencies within the report. The school has agreed to the Consent Agreement set forth. The Consent Agreement, if implemented, will provide evidence of the school's effort to move toward acceptable academic performance.

It is the recommendation of staff to approve the Consent Agreement and provide the school with an opportunity to restore the charter to acceptable performance.